

METHODOLOGY FOR DETERMINING AND APPLYING THE COMMUNICATIVE SKILLS OF SCHOOLCHILDREN IN PRACTICE

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Pedagogical conditions are necessary to help the student effectively develop interpersonal communication skills as a factor in the socio-psychological adaptation of young people. At the same time, communicative activity, leading in adolescence, without targeted formation, significantly complicates the inner opening of the teenager and socio-psychological adaptation between peers and society as a whole. This makes the weaker adolescents are from a psychological point of view, the less developed their communication skills and consequently the less likely they are to communicate constructively. Communication is the most important type of interaction between individuals, without which it is very difficult to imagine existence and personal growth. It is important in all aspects of human life. Depending on where the person communicates, two main types can be distinguished: formal and informal. The main difference between the first is the presence of various relationships that limit a person in judgment and represent a certain framework that cannot be crossed⁴.

M.I.Lisina considers communication "as an interaction of people", relations aimed at coordinating and combining their efforts and achieving a common result, a necessary condition and self-awareness for the formation of a person, his consciousness, a special type of activity has motives, subject, composition, means, result. In the process of communication, the following subjective-subjective Relations Act, since each of its participants acts as a person, demonstrates activities aimed at the person, the other person alternately expresses his attitude towards him and perceives his attitude towards himself"⁵ he proved. The study found that the highlighted factors largely determine the productivity of the student body, the permanence or variability of the structure of interpersonal communication in it, the conflict and its character, the general satisfaction of students with their work and communication in the team, etc. The study of the factors affecting the formation of dialogues in the student community allows you to develop scientifically based strategies and pedagogical work tactics as a result of the separation of their general characteristics. Because the community in which the individual is brought up is the connection between this group and society. Since the team of students is the closest social environment that creates conditions for the manifestation of an individual, the

⁴ [\(1\) New Message! \(women-community.com\)](http://1NewMessage! (women-community.com))

⁵ Лисина, М.И. Общение и его влияние на развитие психики дошкольника. – М., 2013.

development of his behavior, the formation of socially significant qualities, the formation of an individual as a specialist, we conducted research work on the formation of interpersonal communication of students.

Reveals the basic conditions for the formation of interpersonal communication in the community of students in secondary schools: Preparation of teachers in secondary schools for pedagogical work on the formation of interpersonal communication in the team of students; activating the process of teaching students; The use of methods for the formation of interpersonal communication in the team of students in the process of Education. The purpose of our research work was to activate the educational process, an important pedagogical condition for the formation of dialogues in the student community.

It was studied that the methods of training included the complex use in the activation of the educational process role-playing games, the role of fairy-tale characters, didactic games, discussions are significant. In the formation of dialogues in the student community, the focus was on teaching forms, individualization and differentiation of Education, activation of cognitive activity of students, i.e., teaching methods of cognitive activity, conducting tasks with problems, etc. The use of active teaching methods allowed students to be taught constructive cooperation and communication skills in the team. The group included teaching forms, providing student responses, ideas, conclusions, research, and therefore helps students to fully demonstrate their individual, business, and creative abilities.

The main form of implementation of the pedagogical process is the team, and the technology of applying educational activities is interpreted in the interaction with the organization of collective creative activity. Creative activity in a team is an effective method of increasing activity, educating, teaching and developing students, in which the principles of high confidence in the implementation of pedagogical goals and tasks, humanization are expressed. It also serves to structure independence, initiative, self-government, active civic position in students. Several types of collective creative work were effectively used:

1. Collective creative work related to labor activity. The goal: consists in enriching knowledge about the environment, deciding a valuable attitude to work as the main source of joy, educating the desire to make his worthy contribution to social life, worrying about loved ones and others, getting used to independent work and generating profit (Action, initiative).

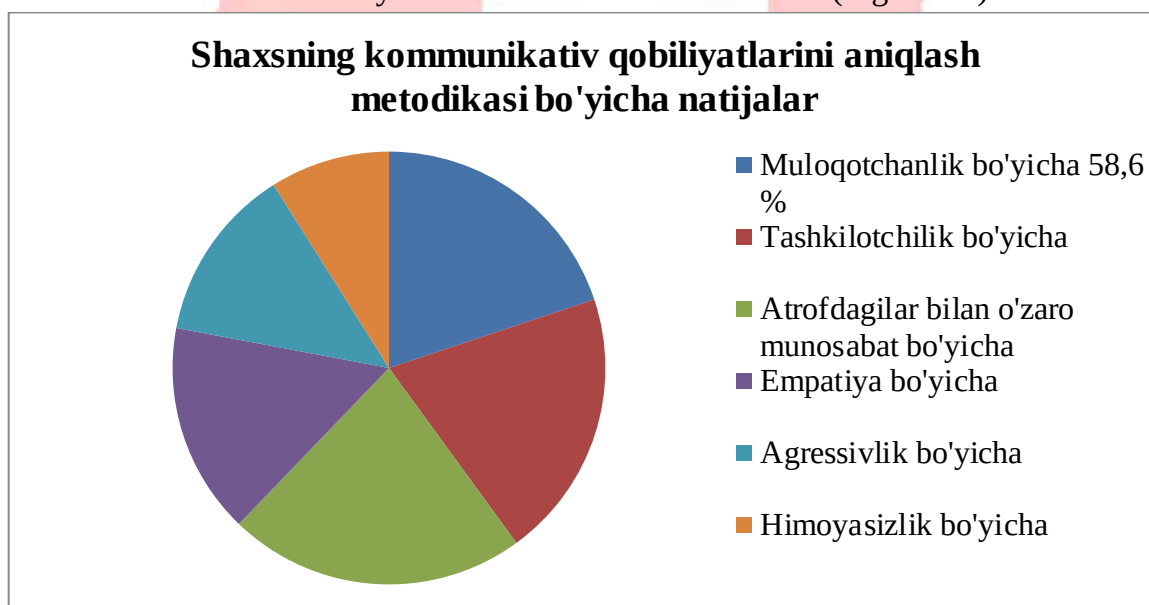
2. Collective creative work on the development of cognitive activity. Purpose: the development of the need for knowledge consists in finding a sense of interest and responsibility for the study of direct sources of understanding the landscape of the universe.

3. Artistic collective creative work. Goal: development of artistic and aesthetic taste in students; content of spiritual culture, the need to do good to art and other people; to generate a predisposition to creativity in oneself; to educate sensitivity, nobility; enrich the inner world of man (literary evenings, Concours, poetic evenings, favorite book analysis).

4. Team creative work related to sports. Goal: sports-health-improving aspects of Life, Physical Culture, the development of a responsible attitude of society to itself as a healthy and strong-willed citizen; agility, enthusiasm, endurance, ingenuity and determination, courage and immersion, the upbringing of community and discipline (cheerful spartakiada, National Games spartakiad, tourist games).

Methodology the results were analyzed in terms of quantity and quality. The results of the quantitative analysis were reflected in tables and diagrams. The results on the methodology for determining the communicative abilities of an individual were studied as follows:

1. 58.6 in communication % 2. 59.3 by Organization% 3. 65.5 on interaction with the surrounding% 4. 46.5 in empathy % 5. 38.6 in aggressiveness% 6. 26.4 on defenselessness% 7. 42.5 in cross country% 8. 68.7 on fairness% 9. Align = "right" / 73.5% 10. 63.3 in favorability 11. Took 62.4% on hard work. (Figure 15)



From the results of the table, we can see that 63.6% of the testers have developed communication skills. They are explained by the priority of human interaction, the ability to engage in communication. Among the testers, organizational skills are 59.3%, which can be explained by the fact that public qualifications, a sense of mutual respect are

formed in them. Interaction with those around them is 65.5% between the testers, indicating that positive communication towards those around them has been decided.

Empathy is determined by the fact that the ability to feel the pain of others is formed by the ability to analyze the mental changes that are taking place in themselves, making up 46.5% among those tested. Aggressiveness is 38.6%. According to him, in the overwhelming majority of children, the feeling of aggressiveness is explained by increased defenselessness among testers is 26.4%. According to him, it can be seen that students have formed self-defense qualifications.

The quality of taste is 42.5% in the testers. The nature of fairness can be a criterion for injustice towards themselves in adult interactions with them. We can see that among the correctness testers, 73.5% of these cases of learning to lie have occurred as a result of the influence of those around them as the age in them progresses.

The quality of compliments is 63.3% among the testers, while initially showing compliments towards adults in a child, then it can be explained that egoistic traits are formed in a child. From the analysis of the results we can see that the feature of creativity, independence has the opposite proportion. An increase in the quality of independence in them leads to a decrease in obedience. Also, increased independence in students leads to increased perseverance in them. It can be seen from this that they can be characterized by the growth of their inner aspirations for things around them for some time.

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